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Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Educate the Public

THE most important education is the education of the public. The public schools are the public's schools, and no one in public school service can defy the public.

It is a professional and civic crime for any one in public or professional education to treat the public as opponents of public education. The blame for public opposition to schools in any district, city, county, state or nation is with school people. The schools have direct connection with every home that has interest in the schools, and practically every man and woman born in the United States is the product of the schools. If there is prejudice against the schools some one in authority in the school system is responsible for their opposition.

There is no education so easy and natural as the education of the public.

The public school is never a success unless the public is in full sympathy with the management. The public school is the public's school.

When the schools are serving the public wisely, when the teachers, principals, supervisors, superintendent, and Board of Education are in harmony there is no person, no group of persons, no organization or interest that can jeopardize a school system.

Nothing can save a school system, state, county, or city, in this age of the world, if there is any general sentiment that any person or group of persons in the school system is trying to domineer regardless of public sentiment.

There is no excuse for anyone on any occasion to try to domineer the public in anything where the public has the last word.

Women teachers never had so big a boost before.

There were 3,955 students from foreign countries registered in American universities in the last school year.

J. H. Shepard's Recognition

THE appointment of Dr. J. H. Shepard of the faculty as acting president of the Agricultural College of North Dakota, Fargo, is an important recognition of one of the able and wholesome educators of the state, and indicates a present-day disposition to appreciate home talent when its value has been genuinely demonstrated as in the case of Dr. J. H. Shepard.

Beware of a desire for first-page publicity.

Miss Leadbetter of Boston

MISS FLORENCE E. LEADBETTER, principal of the Boston Trade School for Girls since 1910, retires from service, not from age or infirmities, but in order never to retire from age or infirmities.

Miss Leadbetter has been of inestimable benefit to the girls of Boston, not only by her personality and inspirational leadership, but by her wise, vital, creative vision. In all the years Boston has had no more important factor in the promotion of women's opportunity for achievement than Miss Leadbetter.

Mussolini promotes vocational education.

Junior Achievement

THIS is one of the highly efficient activities for the promotion of industrial, civic and character achievements in education. It was born in Springfield, Massachusetts, with the Connecticut valley of New England as its primary field of action. It has intensified its service in the sections of Massachusetts and Connecticut of which Springfield is the social and business centre.

Of late it has extended activities, and Boston is a new centre of official action, with Henry Parkman, Jr., one of Greater Boston's ablest leaders, as president and official representative. In accepting the presidency Mr. Parkman said:—

"I believe that Junior Achievement offers a great opportunity to the youth of the city, through its program which gives business training and emphasizes thrift, savings, and wise investment of both money and time."

"Man Against Microbe" film traces the history and development of the microbe and treatment and cure of diseases, beginning back in the days when the plague was a mysterious and dreaded disease that killed people by tens of thousands, down through the years of experiment and research which led to the discovery of the germ theory and the conquest of many formerly dreaded diseases.

Art Terminology

ROYAL B. FARNUM, Massachusetts School of Art, Boston, president of the Federated Council on Art Education, says:—

"The prevailing confusion of terms in current use in the field of art is comparable to that earlier period in history when Babel built her tower amongst a tumult of tongues. Each artist, writer and teacher coins his own meaning, often his own terms, until there are nearly as many definitions as there are specialists in art.

"For years art terms have befogged the art issue. The layman has been hopelessly bewildered. Where the promotion of art education has been concerned he has often replied: 'When you artists can agree among yourselves on aims, objectives, and terms then perhaps we can consider more art in education.'

"Moreover the invention of new and novel terms by commerce and industry to gain public attention as each new season approaches has tended in no way to clarify the atmosphere. The time, therefore, seems ripe for the initial attack upon the question."

As a result there is a booklet of ninety pages, Report of the Committee on Terminology, to be had of Leon L. Winslow, secretary of the Federated Council on Art Education, Baltimore.

Cornstalks and Bacteria

PROFESSOR A. M. BUSWELL of the University of Illinois thinks he has made cornstalks more valuable than kernels. Marsh gas, now styled *methane,* is generated by untamed bacteria, which convert the cellulose fibre of plants into methane.

Professor Buswell has tamed these wild bacteria, and they do for cornstalk cellulose the same trick in the factory that their wild ancestors have been doing in swamps for a billion years, more or less.

It seems to be a good time to invest in cornstalks and bacteria.

High-Powered Commercialism

WE NEVER allow ourselves to express our reaction on the tragedy and comedy of present tendencies, but we cannot resist the temptation to print thus prominently an editorial in the Peabody Journal of Education, Nashville:—

"The tendency in modern references to the physical equipment of schools to make adjectives of the various expenditures is of curious significance. Educational news and advertising teem with statements distinctively reflective of this era of high powered commercialism—'The new $200,000 Administration Building will be ready for

the fall quarter.' 'The $150,000 library will be among the finest in the South.' 'Physical Education and Athletics will move into the $100,000 gymnasium at the opening of the year.' 'This is a picture of our new $200,000 Training School.' 'The new $250,000 dormitory is rapidly nearing completion'—and so on, and on, and on.

"This lack of financial modesty has been apparent for some time among the commercial advertisers. They do not hesitate—in fact, they are rather eager—to announce the huge expenditures which they make to provide for the manufacture of their products—light airy quarters, sanitary conditions, machines of great power and precision. And so, those who distribute educational news and write college advertising have reasoned that if a ten-million-dollar cereal plant will produce more desirable breakfast food, likewise a ten-million-dollar college plant will produce more desirable graduates. Somehow, the logic doesn't ring quite true."

In a daily paper article on a lawsuit the illness of a man was said to be "dementia praecox of the catatonic type" and there is to be testimony by psychiatrists, psychoanalysts and endocrinologists and internists.

What chance has a layman to pass an intelligence test on daily paper reading?

College Girls Yesterday and Today

THE one adequate and satisfactory story of the college life of girls for fifty years is in the Review of Reviews for September by Mary Dunning Thwing and Charles Franklin Thwing. Mrs. Thwing has had an intimate knowledge of girls in college, and Dr. Thwing has a wider acquaintance with colleges of all kinds in all sections of the country than any one else has had. He has known colleges and their literature intensively and extensively, and has written about college life, inside and out, yesterday and today, vastly more than has any one else.

The combination of the intimate experience of Mrs. Thwing and the universal knowledge of Dr. Thwing has produced an article of inestimable value.

Social Studies Investigation

THE Carnegie Foundation is financing an investigation of history and other social studies in the schools, which will be sponsored by the American Historical Association, which has selected a Commission of Direction, of which A. C. Krey, University of Minnesota, is chairman. The executive committee for this academic year are A. C. Krey, Charles Merriam, University of Chicago, and Jesse H. Newlon, Lincoln School, Columbia University. On the Commission of Direction are fifteen members, of which there is one woman, one city superintendent, one representative of the American Geographical Society, Charles A. Beard, one each from Radcliffe College, University of Chicago, University of Iowa, University of Pennsylvania, Johns Hopkins University, Tulane University; two of University of Minnesota, four of Columbia University.

A Natural Reaction

HUNDREDS of worthwhile people have been prompted to write their appreciation of women teachers by the recent attempt to discount them.

The following is one of the hundreds. It is by Ernest G. Adams, of Providence:—

"I have been going back in memory to my school days and to the help and influence I received from the wonderful group of ladies it was my privilege to have as teachers. The more I thought of them the madder I got at the worthy professor. No instruction from any man could compare for an instant with what I, for one, got in culture and background from those faithful and consecrated women.

"The present attempt to discount women teachers brings vividly back to mind what a debt I owe to them; one that I never can repay. I have a very soft spot in my heart for Miss Ewell and Miss Maria Baldwin of the Agassiz School, Cambridge; Miss Hutchins of the old Shepard Grammar School, Cambridge, and Miss Margaret Leighton, Miss Emma Sawyer and 'Jennie' Spring, of the Cambridge Latin School. God bless them all."

More than seven hundred rivers and streams shown on old maps of the United States are no longer "rivers of water" of the Psalmist.

University of California

THE University of California has bones of animals that roamed the plains of Texas five million years ago, and Texas was not in the Union eighty-five years ago. Professor Matthews of the University of California has checked up on mammals, the most modern evolution of animals, seventy-five million years ago, and California University is not seventy-five years old. When the University of California really gets started we will know something about animal life.

Yale University is planning to establish in Florida a station for the breeding and study of apes, was announced at the International Congress of Psychologists by President James Rowland Angell.

Belding's Page

THE UNTHINKING

A CERTAIN professor of English has lately enlightened the country as to the basic fault of American education. It is, he says, the preponderance of women teachers. They do not train the children to think.

The professor's words have been commended by a great many people. This only proves that he was right about the number who do not think.

Education has not reached perfection. All of us admit that. Moreover, a great many graduates of our school system are more conversant with horsepower than with thoughtpower.

Also it is a fact that most of the teachers are women.

Putting these two facts together and assuming that one is the cause of the other, is a logical fallacy of first magnitude.

Some men teachers can awaken sluggish minds to think. Some women teachers can do the same. No records are available to determine the percentage of thought-trainers among either male or female teachers. When a man is weak on thought-training he is apt to be very weak indeed. No woman could be weaker. And if every woman teacher were to be replaced, let us say after a few years to prepare for the change, with a man teacher, pupils here and there would be better off than at present, but there would be a vast amount of sadness because of the thousands of thought-inspiring women removed from classrooms where their presence is today invaluable.

Teaching ability depends on the individual, not the sex. Let us have more men teachers if they can be good ones, but not otherwise. The distribution does seem disproportionate just now. But any sweeping indictment of women teachers is a gross injustice.

MINDREADING

MINDREADING is not in the curriculum of the average school. Perhaps it should be. Skill in this subject is a great help to any person in getting on in the world. The fellow who can guess what people will think about a commodity or a stock issue, as some appear to do with uncanny accuracy, is sure to be a winner. His mind reading often stops short of telling him what folks think about him personally, and that may be a mercy.

The point which should be made here is—that it is no part of a pupil's business to be able to read the mind of the teacher. Here, again, there are startling instances of ability to do this. But it is not a required subject.

Glance into Miss Jenny's classroom for a moment. Miss Jenny is a factologist. She has collected in her mind, or perchance in notebooks, a large number of facts which she deems important. In order to impart those facts in a manner which will make them adhere to juvenile gray matter, Miss Jenny releases her facts by means of questions. "What country in the world has the greatest amount of rainfall? Who knows the answer?" Many wild guesses are made. "You must look up the answer for tomorrow—or stay after school tomorrow afternoon."

Where, O where, Miss Jenny, would you go to look up that particular point, which you chanced to find in some article you read or to hear stated in some lecture? One might happen upon the answer in some cyclopedia under the heading "rainfall." But the odds are much against it.

Boys and girls who have a right to an hour or two of sunshine and play each afternoon, must spend that time delving into books and magazines and quizzing bewildered grownups, just to satisfy Miss Jenny's yearning to have her little fact wafted back to her from the lips of helpless, awestruck childhood.

There ought to be a society for the prevention of unfair assignments. Such a society would have to insist upon the bodily removal of certain teachers, for in no other way could the evil be cured.

THE CLUB IDEA

ONE of the things that add zest to learning is the school club. You see them in great variety, these clubs. There are science clubs, dramatic clubs, journalism clubs, homemaking clubs, and a host of others. Each club is in charge of some teacher, who becomes for the time being a counselor and friend rather than an instructor. The pupils, by the same token, become "members." Then they go forward in the line of their chosen interest, doing things they like to do, but things which are at the same time profitable.

Children who hope to get off with little work readily find some group whose leader takes only a half-hearted interest; a club that "does nothing." It is gratifying to note, however, that clubs of that type are not the most popular. Rather it is the clubs that manifest real activity under an enthusiastic counselor which attract the largest numbers.

Auson W. Belding

Associate Editor.

Are High School Athletics Overdone?

(Discussion continued from last week)

By E. W. EVERTS
Saint Paul, Minnesota

IF ATHLETICS are considered as an important part of the school program of physical education, it would appear that they have been slighted rather than overdone. Athletics are perhaps the most important of all the various types of physical education activities. However, until athletics, as a part of the physical education program, are made available to all pupils on somewhat the same basis as other subjects, it can hardly be said that school athletics are over-emphasized.

Of course, if one is concerned merely with athletic contests between schools, perhaps there is ground for saying that school athletics are overdone. Particularly is this true where athletics are allowed to exist primarily for the spectator without due regard to what is happening to the individual participant. Even here, perhaps it would be more accurate to say that certain abuses have developed because of lack of proper educational guidance; for example, the hiring of coaches who possess ability along a few lines, but who lack the training to organize properly a comprehensive program of physical education; the sanctioning of long schedules, long trips and intersectional games; lack of uniformity in eligibility standards.

Whatever may be said concerning the overemphasis of interscholastic athletic contests, the fact remains that this phase of the physical education program is of far-reaching significance in the matter of social training. Properly controlled inter-scholastic athletic contests can be made of great value in an educational way.

The fact that interscholastic athletics are subjected to certain abuses is due in no small part to the neglect of educational authorities who have failed to cope adequately with this problem. It must be remembered that this field of education has gone through three phases; first, a period of repression; second, a period of toleration; and third, the phase which is now going on, a period of educational guidance. The fact that educational administrators are setting up higher standards for the administration of interscholastic types of athletics is a good omen. The organization of state high school athletic associations and the standardization of rules has been a great help. It would seem that this phase of the program is on the way to a solution.

While we may say that in some quarters interscholastic athletics are overdone, we have no right to say that athletics, from an educational viewpoint, are even done, until physical education is a reality in the curriculum for all pupils, both boys and girls.

To bring this about, there must be provision for skilled leadership in physical education activities, adequate time allotment on the daily program, and proper facilities as to space, gymnasium and playground, for carrying out the program.

I hope that this statement will be of some service to you.

By CORNELIA S. ADAIR
Richmond, Virginia

ANY activity, in the curriculum or out of it, which does not contribute to a program of citizenship building has no place in the school. That is the test we must apply to athletics. If scholastic athletics, as now practiced, helps to prepare pupils to contribute their normal share of service and talent to the welfare of society, they should be encouraged; if not, there is need for adjustment.

Sound health is the first of the cardinal objectives of education. Those who introduced athletics into the schools did so as a means of promoting health among pupils. I doubt very much that they ever intended athletics to be the cause of inter-school jealousies.

It is always dangerous to uphold superior qualities in foreign school systems, but may we not well give some attention to the program of games conducted in the schools of Great Britain? The major emphasis there is on general participation by all pupils. Every boy who is physically normal joins in the great games without regard for personal ambition. His whole interest is that of winning the game for his school or team, and of having a good time while he is playing whether he wins or loses.

Of course there is rivalry in athletics between English schools, but the element of personal glory is largely lacking. Some of us believe it unwise for boys and girls in secondary schools to become idolized for mere skill in sport. On the other hand there is the more serious situation of the thousands who sit on the bleachers and watch ten boys play basketball or twenty-two play football. That is not a program of health education.

A school system teaching the ideals of faithful citizenship cannot afford to let inter-school rivalry in athletics become so strong as to approach a spirit of inter-school hatred. Thousands of school systems must point with shame to rioting and hazing participated in by pupils of rival schools before or after important athletic events. No doubt the mob spirit is largely the result of the fact that the great body of pupils had no other physical outlet for their enthusiasm. So far as the event

itself is concerned, they are spectators—not participators.

By all means let us continue to encourage athletics for the spirit of co-operation and loyalty which it teaches, but let our athletics increasingly make room for general participation by all the pupils.

By J. T. GILES
State High School Supervisor, Madison, Wisconsin

PROFESSIONAL athletics are on a strictly commercial basis. Highly paid and super-trained performers entertain large masses of the population. The athletes themselves and their promoters profit financially by the enterprise. The press also shares in the profits. No educational purpose is contemplated.

College athletics are less openly commercial. The participating athletes are not expected to profit financially. Smaller crowds are entertained and the proceeds are used for the promotion of the enterprise itself. The press is still a profit sharer. It can hardly be maintained that the purpose back of college athletics conforms to that of the college itself; namely, the education of the boys and girls composing the student body. The evils of college athletics are very apparent.

Interscholastic athletics are still less commercial in character. Few boys receive material compensation. The press still profits and the local school and community are advertised by a winning team. The pressure to win is so great, especially in state contests, that the educational purpose of athletics in the school is forgotten with the result that a small group of naturally competent and highly-trained boys is exploited for the glory of the home town and of the local school.

Athletics are an integral and essential part of a modern school program of physical education. The play element in all education looms larger and larger as we study the needs and interests of developing youth. Competitive games and sports add zest to an otherwise dull routine of physical exercise and offer an opportunity for healthful habit formation. An ideal program of physical education calls for one hundred per cent. participation in plays and games by the student body. It is in the abuse of interscholastic athletics that the danger lies. State contests are especially responsible for this abuse. They overstimulate local interest in the team. The time and money cost of maintaining a winning high school team is usually entirely unjustifiable. The most fundamental objection, however, to this practice is its undemocratic character; a small group of boys is exploited to serve other people's ends and desires.

The principal and superintendent are the key to this situation. No one alone can stand against the pressure of interested business men, alumni, and the local sporting news to hire a successful coach and train a winning team. Only through the organization of those responsible for the welfare and administration of the school can the situation be controlled. Some states have already sensed the danger and have taken the necessary steps to avoid it. Many have not.

By L. A. BUTLER
Superintendent, Grand Rapids, Michigan

IN GRAND RAPIDS it is our effort not to overdo the subject of athletics by placing great emphasis on varsity teams. We believe that every student should have the opportunity to participate in some form of athletics, having in mind not only the development of desirable health habits and social qualities but also the sociological implications of the leisure hour problem.

Our high school principals and our coaches are, without exception, committed to this policy.

By L. H. WAGENHORST
Director of Teacher Training, State Teachers College, Slippery Rock, Pennsylvania

COINCIDENT with the rise and rapid growth of the free secondary schools in this country pupil interest and initiative in athletic contests between neighboring high schools arose. In the early stages of its development school authorities either winked at this strange type of pupil activity or remained in blissful ignorance as to its management and direction. Under a *laissez faire* policy this competitive spirit grew until it permeated the very life of the school and the community. The skilled contest naturally attracts. Winning teams brought crowds and aroused partisan interest and rivalry. The student manager, lacking support from his school, went outside to get it. Leagues were organized; gate receipts mounted; sharp practices, professionalism, rowdyism, dishonesty, trickery, and other evils crept in.

Within the last decade or more school administrators have awakened to the necessity for supervision. Gradually adult educational leadership and responsibility are being linked with pupil control and management. Through educational guidance, direction, and control this interest must be brought to serve the common good and made uplifting and wholesome to high school life.

Today every state, except Nevada, attempts to control and regulate high school interscholastic athletic contests through state-wide athletic associations. These organizations by standardizing scholarship, eligibility, enrollment, and age requirements of the participants in interschool contests have done much to check certain vicious and unsportsmanlike practices which are inimical to educational aims and ideals. The playing of "ringers" or graduates of the school and other unfair tactics in games have become increasingly more difficult. Teams playing away from home

must be accompanied by the principal of the school or a member of the faculty. Responsibility for misconduct rests upon the principal regardless of where the game is played. Rules are violated at the risk of expulsion from the organization, a penalty so severe that few communities can afford to take any chances. These organizations, although any of them are less than ten years old, have done much to place interscholastic athletics upon a plane of dignity and importance that will tend to promote a more wholesome educational atmosphere in high schools.

Wise supervision of the playing field and gymnasium provides rich opportunities for the development of initiative, leadership, co-operation and character. These opportunities rest in the hands of the high school athletic coach. No other member of the faculty has the same intimate personal contact with the pupil athlete. His ideals of sportsmanship will naturally become the ideals of the players. In the selection of candidates for coaching positions the greatest care must be exercised. Many of the evils of high school athletics can be avoided through effective leadership. Athletic leadership depends upon technical skill, knowledge, authority, and character. The practice of assigning coaching duties to a man who is not employed on full-time by the board of education and who is not otherwise professionally qualified as a teacher, is a form of commercialization which is contrary to the spirit of public education.

The manner in which interscholastic athletics are financed accounts for some of the existing evils that must be overcome if the maximum benefits are to be derived from interschool athletic competition. If gate receipts and contributions by business men are insufficient to carry out scheduled programs, special "drives," in one form or another, are invariably made upon an already overburdened public. So long as this plan of financing continues, high school athletics will be saturated with commercialism; winning teams will be coveted, even by school men, if only to replenish the athletic treasury; and there will be over-adulation of athletes on the part of the school and community. Of course, we want a desire to win on the part of our teams, but this should not loom as the dominant aim. It is in the anti-educational aims that the undesirable features of high school athletics originate. Here lies a serious problem which will remain a powerful influence for evil so long as high school interscholastic athletics are not adequately financed on a budgetary basis from the regular school funds. Utilizing any other means of financial support necessitates a compromise with an ethical principle.

A Glorious Dream Come True

By KATHERINE D. BLAKE
New York City

THE glorious dream of one man come to a gorgeous fruition. That is what the convention of the World Federation of Education Associations seems to those of us who have followed its course from the beginning. When Dr. Augustus O. Thomas first broached his plan of having the teachers of the world meet in convention and study together the best theories of teaching, and beyond that, of living, many were doubtful of any possibility of success, while some flouted the idea as chimerical.

Begun in 1923 in San Francisco, while the passions of the war still held most people, it was a brave and noble beginning. At that time only a few of the foreign teachers could take the long journey to America and then across our broad continent, nevertheless a number of European countries sent a representative who dared, as did also the Asiatic delegates, to speak for the brotherhood of all the human family. Each biennial convention has brought together a larger gathering of the nations, until this year nearly every country of the world, quite every civilized country, was represented, and often by a big delegation. The leaders of educational thought were there. Sir Gilbert Murray, the head of the Commission on Intellectual Co-operation of the League of Nations, made the opening address. His closing words were:—

"The Greeks distinguished between cosmos, the order of the world, and chaos, the absence of this order. The enormous changes of the last half century including the war have destroyed the existing order of things and introduced into the world a great element of chaos. In art, in literature, in philosophy as well as in politics I think that the great need of our times is to create anew both within and without a cosmos, and I believe that the most sure means of attaining a good education and a true international spirit is to group our studies around a central interest, to devote our efforts to a supreme end. This central objective should make the principle of cosmos rule over the torment of desires and of momentary selfishness."

Dr. Pierre Bovet and his Geneva Committee were heroic in their efforts to entertain us and to care for our physical comfort. There was an official reception by the Civic and Federal officials of Geneva, at which the highest officials in Geneva made brief speeches of welcome, and a fine chorus sang and yodeled gloriously, and a delicious collation was served. Two luncheons were arranged at the International Club; there were receptions

at many lovely private homes. Professor Jaques-Dalcroze, the creator of Eurythmics, gave exhibitions of his method of teaching and its beautiful results in the ensemble dancing; and there was an all-day excursion around the lake, with a visit to the famous castle of Chillon.

In connection with the convention was a most unusual exhibition in which a number of societies took part, and through it all ran a strong note of peace and human welfare. I have never seen anything to equal it. Commercialism, which so often dominates such an exposition, was conspicuous by its absence. The exhibit financed by Mrs. Andrae of Milwaukee, and designed by Miss Elizabeth Watson of New York, showing the interdependence of peoples, occupied one end of the huge Palace of Expositions. On either side of it were the exhibit of the League of Nations Association, and of the Women's International League for Peace and Freedom.

Every afternoon at five o'clock there was an important address by an internationally known leader, and in the evening some form of entertainment. The mornings were given to the nineteen sections, and the afternoons to the Herman-Jordan committees. Almost half of the sections were presided over by people from the United States and a number of them arranged brilliant programs. Foremost among them were Mrs. Cora Wilson Stewart, on "Illiteracy"; Dr. H. L. Smith of the University of Indiana, who presented the report of his work in the past two years to discover the best method of arranging "A Program of Education for World Friendship and Understanding"; and Mrs. A. H. Reeve, president of the International Federation of Home and School. In Mrs. Stewart's section China, India, Turkey, Spain brought the story of their struggle for literacy to the conference, and it was a thrilling tale of noble effort and equally noble desire for education. The account given by Dr. Hon of the mass education now going on in China was enough to make the United States blush that there is one illiterate in our rich nation.

The conference closed with a full morning devoted to the discussion of the resolutions offered by the twenty-four departments of the convention. The past two years have moved so swiftly toward world peace that the resolution postponed at Toronto till this summer was adopted without a dissenting voice; not only that but a stronger resolution asking that physical training be substituted for military training was added to the request for the ending of compulso-military training.

Dr. Augustus O. Thomas, the man whose dream has come true, was re-elected president of the Federation, and with him the secretary, Charles H. Williams, of the University of Columbia, Missouri. The world owes a debt of gratitude to these two men who have done such faithful work to hold together and build stronger this organization endeavoring to create a world with new and better ideals.

World Federation at Geneva

By B. F. STANTON, Superintendent
Alliance, Ohio

A WORLD'S Federation of Education is a comparatively new idea. It is a recognition of two facts—the international character of learning and the use of this knowledge to international ends.

The third biennial conference of the World's Federation of Education Associations assembled in Geneva, Switzerland. Geneva is fast becoming the "Capital of the World." Internationalism is in the air. Its surroundings are enchanting. It lies at the foot of Lake Geneva, one of the three bluest lakes in the world, one of the others being Crater Lake in Oregon. Into this lake flows the Rhone at the upper end, and issues again at the foot of the lake at Geneva. The city has a population of 130,000 people, and many historical associations to interest the visitor. From my hotel window, when the atmospheric conditions were right, I could see the snow-capped summit of Mont Blanc rising in beauty and majesty seventy miles away. Geneva was a centre of activity in the days of the Reformation, and the visitor takes a keen interest in visiting the old church where John Calvin and John Knox preached during the stirring days of the Reformation. Here, too, one sees the unusual monument erected to the Reformers, and off by itself a memorial erected to Servetus by the followers of Calvin as an expiation for their act in putting him to death. Here, too, one sees the room in which the treaty was signed by which the Alabama claims were settled, and in which the Red Cross was organized. The settlement of the Alabama claims was the first outstanding achievement of arbitration, and the League of Nations now functioning in Geneva represents the larger outcome of this principle. About 1,300 were registered at the World Federation conference, representing fifty countries.

Had no formal program been arranged, it would have been quite worth while for these representatives to come together, to hear each other's voices and look into each other's faces. International trouble comes from ignorance and suspicion. International good will, on the other hand,

comes from acquaintance and confidence. I am sure the conference did much to promote acquaintance and confidence, and thus served a valuable purpose.

Any congress is measured so far as its program is concerned by the character of the men who participate in its deliberations. There were many outstanding men who spoke at this conference. It was my privilege to hear several. Among them I should like to mention Dr. A. O. Thomas, president of the Federation; Gilbert Murray, Alfred Zimmern, Paul Monroe, George D. Strayer, and Count Hayaisha.

Much favorable comment was passed upon the address of Mr. Murray. He said several thought-provoking things. He implied that our age is trying to devise some machine that will work instead of the mind of man. He reminded us that the ego is not supreme in the universe, but subordinate; and that the individual should seek to see something better than himself. Education is learning to see and to comprehend what is about us. He deplored the reaction against learning from authority, and the disposition to set up all sorts of standards by the individual. We learn by direct contact with living persons and by contact with great minds in books and art. He reminded us that the old people of Scotland knew their Bibles, though perhaps little else, but that, in itself, was an education. His note that hard work on a subject leads to a love of that subject was quite reassuring to those educators of today who recognize that education means hard work, and that through this sort of work which leads to mastery the real student finds satisfaction and joy.

Dr. Zimmern is always wholesome and instructive. His great theme is better understanding through education and acquaintance. One remark of his stands out. It was that the American student finds it very difficult to argue with the European. A Pole and German can argue and understand each other; but the American and European have no common background. The American can understand a transcontinental railroad, but not a cathedral. With the European the situation is quite reversed. Why do people think as they do? Why does the American think in ecomonic, and the European in political terms? We are likely to think in terms of our dominant ideas. By international education and acquaintance with one another's ideas and traditions we shall be able to think more understandingly on international problems.

"As a man thinketh in his heart, so is he." As a nation thinketh so is that nation. Underlying much of the discussion at Geneva was a desire for world peace. Because education has much to do with the fabric of a nation's thinking, it has a large responsibility in the matter of world peace. How can the thoughts and desires of men be made right? Said an Abyssinian: "So long as Europeans are fond of wealth and power, the world will not have peace." Generally it is being recognized that peace means more than a formal treaty. It must abide in the hearts of men. There must be good will. German members of the Workers in Peace, we are told, plant fruit trees in the devastated areas of France. This is a fine sentiment and greatly worth while.

When the educators of forty-five or fifty nations come together and discuss those things vital to peace, much good must result. As the Federation expands its organization education will become more definitely internationalized, and the coming generations helped to a better understanding of world life.

The Weather

BY CLARENCE L. McCLARTY

What's the use of poutin' 'bout the weather every day?
There's never been a weather yet that's really come to stay,
Especially in New England, where it snows, and hails, and rains,
And floods o'erflow the river banks and tie up all the trains.

'Course if you're over ninety and have bad lumbago pains,
You will be excused, 'cause you've reason to complain;
But if you haven't reached ninety, and in ordinary health,
You mustn't pout about the weather — the trouble's with yourself!

Suppose you've planned an outing and it starts to cloud and pour,
Don't work yourself into a grouch and start to gettin' sore.
There's farmers in the country who will clap their hands and shout,
"We're thankful for this rain, dear Lord, our crops will now take sprout."

There's a law of compensation that functions throughout life;
What constitutes your pleasure may cause another's strife.
So don't pout about the weather, and scold, and fume, and fuss,
There's nothing wrong with this old world — the trouble is with us.

—The Book Builder.

Personal and Professional

LESLIE SIPPLE of State Teachers College, Aberdeen, South Dakota, is to be dean of the College of Education, Municipal University, Wichita, Kansas; Harold W. Foght, president at Aberdeen, is dean of the Rural Department of Education. Mr. Sipple created a rural situation in North and South Dakota unsurpassed anywhere in the country. Professor E. L. Small, who was associated with Dean Sipple in the rural achievement at Aberdeen, goes to New Paltz, New York, State Normal School as the head of the rural school work there, and W. H. Culp of the State Teachers College of Aberdeen takes charge of the rural school work at Aberdeen, with which he is entirely familiar.

HARRIETTE MELISSA MILLS, who died July 23, was principal and proprietor of the Kindergarten Training School at Sixty-sixth street and Fifth avenue, New York. She was a vital factor in education in New York City for a quarter of a century. Although her special professional activity was kindergarten training, she was herself a graduate of the New Britain Normal School, and had taken training in Clark University and New York University, and Teachers College, Columbia University.

WILLIAM H. HALL, assistant superintendent, West Hartford, Connecticut, has the most interesting professional experience of any of our acquaintances. He began teaching in a district school in West Hartford, September, 1872; was principal of the first high school that same year. After twenty-seven years he was elected superintendent and served a quarter of a century, and for the last seven years has been assistant superintendent, and at eighty-three years of age is teaching history and citizenship eighteen periods a week. Is there a parallel record of fifty-eight years in educational activity in one city?

ALICE BARROWS, specialist in school buildings, United States Bureau of Education, recently conducted a "study of education" in Mount Vernon, New York, which is one of the most businesslike "studies" that has been made. The result was a prompt vote of a bond issue of $3,000,000, which was the recommendation of Miss Barrows.

J. ASBURY PITMAN, president, State Teachers College, Salem, Massachusetts, which is celebrating its seventy-fifth anniversary, had his professional leadership in education recognized by the College of Education of Rhode Island in June. He deserved the high tribute paid him by Dr. John L. Alger: "For more than twenty years principal and builder of a great institution for the education of teachers, a schoolmaster who is also a civic leader and president of a Chamber of Commerce, an educator known, loved, and honored throughout the land."

JOHN BURCHARD FINE, for more than forty years principal of the Princeton University Preparatory School, who died recently, was literally an institution within one of the universities of the country. He not only prepared students for college, but was a comrade of those who did their academic work in Princeton, and was their adviser in starting in professional life.

EDWARD B. CLARKE, superintendent, Winthrop, Massachusetts, who had official charge of Massachusetts headquarters at Atlanta, is one of the noble and skilful leaders in education in the state. He has a school system that is creditable to the state, is devoted to his profession, and magnifies service rather than self.

DR. JAMES L. HILL, Salem, Massachusetts, an enthusiatic alumnus, a Congregational clergyman, who has been financially prosperous, nevertheless, has given Grinnell College $140,000. Dr. Hill was one of the creators of the Christian Endeavor Society, and one of the original proprietors of the Christian Endeavor World. His longest pastorate was in a Congregational Church in Lynn.

WILLIAM CASSIUS COOK, state superintendent of West Virginia, assumes responsibilites for which he is admirably qualified. He has had experience as superintendent of one of the largest and most important counties in the state, and has been one of the ablest professional as well as administrative leaders.

HENRY S. COWELL, who built up Cushing Academy, Ashburnham, Massachusetts, and kept it in the front rank prosperously and professionally for nearly a quarter of a century, died this summer, after a prolonged illness. He was a devoted champion of educational ideals, a skilful administrator, and above all was a sympathetic and successful guide of young men and women in their social and intellectual and business relations.

S. J. SLAWSON, who recently died at his home in Johnstown, Pennsylvania, after a prolonged illness, was a notable success professionally and in civic leadership. He accomplished much for Johnstown, placing it in the forefront in a school building program, in modernizing school work, in creating ethical standards in the school system, in developing a faculty and associate officials of high efficiency.

They Say

JANE E. CLEM, State Teachers College, Whitewater, Wisconsin:—

"There are three types of teachers, but only two types are remembered—one, to be forgiven after years have softened the antagonisms and resentments; the other, to be thought of with honor and gratitude as long as memory lasts. Between these two is a third and a larger group—those who are forgotten, because they failed to stamp a lasting impression on their students. This group represents the mediocrity of the profession, not bad enough to be actively forgiven, not good enough to claim a place in gratitude and remembrance."

VIRLING KERSEY, state superintendent, California:—

"If to be a good swimmer were compulsory to graduation, the annual death rate would be reduced to the minimum."

HENRY EMERSON FOSDICK, pastor of the Riverside Church, in the neighborhood of Columbia University, the largest church edifice in the world:—

"Liberal Christianity which proposes to use the forms of thought and the machinery of service of the modern world still faces and will for a long time face the hold-back of ultra-conservative minds, but far more serious than the collision between modernism and orthodoxy is the collision between spiritual life and prevalent paganism. The choice is not between a new theology and an old theology, but between a new theology and no theology at all. To give up religion altogether, or water it down to a state of utter dilution, is a familiar state of mind today crucially challenging the mission of the Christian Church."

AGNES SAMUELSON, superintendent of public instruction, Iowa:—

"In these days when progress is being made with seven-league boot strides in business, industry, science and all fields of human endeavor, education is not crawling at a snail's pace. . . . The schools are not robot factories to produce mechanical men, nor are they huge mills to grind out mass production on the same trade mark levels. They are for the purpose of helping each child through guiding experiences to achieve a life of rich significance."

MATTIE MOORE, Spokane, who taught the same grade for thirty-one years:—

"Children of today are about the same as thirty years ago, in temperament, obedience and conduct. They get more out of their first half-year's work because of improved methods, but in natural talent rate about the same as always. If there is any noticeable change it is that they are slightly more nervous than they used to be. It may be the faster pace of living now."

HON. WILLIAM JOHN COOPER, U. S. Commissioner of Education:—

"We must avoid the longing to settle things with finality."

THE BOSTON TRANSCRIPT:—

"The tourist, unlike the rolling stone, gathers much moss. But whether it be a pleasant, fresh coat of amiable experience which he has acquired, or a somewhat drab and disagreeable coat, depends altogether upon what he had within him before he went. If he took from his home any good measure of adaptability, any real readiness to examine some of the habits and ways of foreign peoples and to conform to them in fair part, he will return happy and satisfied. He will have found among the French the courtesy and consideration traditional in France; and he will have found among the Germans the likeableness for which they are famous. But if he never acquires, and never intended to acquire, any other point of view than his own, he will soon conclude that popular traditions and the world's literature are all wrong; that there are almost no courteous French and no friendly Germans."

H. G. WELLS:—

"The British Empire is the incarnation of the nationalistic idea, a base, cramping, crippling, unjust and altogether degrading form of human endeavor. These jostling and mutually incompatible independent sovereign states, which the great change of scale in the economic processes of life is continually forcing towards world dimensions, must fight among themselves until only one survives."

ELLWOOD P. CUBBERLEY, Stanford University:—

"Today, largely as the result of the spreading of the kindergarten spirit, we are coming to recognize play and games at something like their real social, moral, and educational value in our school programs."

RUDOLF PINTER, Teachers College, Columbia University:—

"A lengthy bibliography at the end of each chapter is more likely to discourage rather than encourage further reading on the part of the beginning student."

Are School Athletics Overdone?

By ARTHUR DEAN

Well, perhaps. But would I curb this ever-emphasis on athletics? Certainly I would not in the small towns. No, siree! These local games are to small cities what the Yale Bowl, Madison Square Garden and World Series are to the larger cities. School teams provide the small community with a highly desirable emotional outlet. They give color and interest to community life. May they thrive and prosper!

School sports, in a small place, are town sports where school team pupils play on the stage and the town plays on the benches. Sports are our national drama and a fine, wholesome spectacle.

In the larger places there are so many outlets for sporting blood; hockey, baseball, football, boxing, six-day bicycle races, horse and dog races, dance halls, amateur nights in vaudeville and collegiate matches and so on world without end that the community seldom loses its head over school athletics.

In these places the school and college teams play primarily for a school and alumni public. It is in this public that athletics is overdone. Unlike the small town team it is the school and the alumni which gets the enlarged caput — to speak professorily — and not the community itself. And that is bad.

The students themselves are tiring of this rah, Rah, Rah! stuff. Cheer leaders will soon be asking for well-deserved school credits. Principals and Presidents are getting tired of these platform Blessings-on-Thee-Little-Man platitudes.

Remember that school and college athletes themselves do not overdo athletics. Too often they are but the poor slaves of a devilish system of alumni hurrah boys, money-making, dishonesty, unfair competing for athletic material and public exploitation. Too often they are unpaid performers in a three-ring circus while the crowds bet, ballyhoo, carouse.

The boys and girls are on our teams playing for our amusement, not for theirs. Let's appreciate their efforts. If we really think that athletics is overdone let's play football with the folks on the benches and get them into the game. Let's have more school and community equipment for tennis, swimming, hockey, rowing, horseback riding; more hikes, bag punching, rifle shooting; more free school summer camps. Let's emphasize and reward sportsmanship in Latin, English, school newspapers and all school activities.

It's the spectators, not the athletes, who overdo.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Determination

I have a little white dog whose name is Pats. I suppose we named him Pats because, like most other living creatures, he liked to be patted and told how good he is. This summer Pats went with me far up into the North country to a park where bears are to be seen any time of the day or night. The bears are not wild in the sense that they are dangerous, but I am sure they looked mighty big and savage to the little dog. I remember the first time he saw one. It was in the late evening and the huge brown bear came ambling into the clearing out of a dense growth of evergreen. Pats was sitting beside the automobile with his nose in the air learning a great many new things about the strange world around him. When he saw the bear he sat quite still for a second, then he got slowly to his feet. The hair rose along the ridge of his back and up his neck. A low growl rumbled in his throat. His hind quarters trembled, but I saw him brace his fore feet as though determined to stand his ground. I could easily have driven the bear off, but I wanted to see what Pats, who was just about one-fortieth the size of that bear, would do. I knew Pats was leashed with what I thought was a strong piece of rope, so that there was very little chance of the two animals getting together. That is just where I was wrong. Pats made one wild and sudden leap that broke the rope like twine and the next instant without a bark or a growl had hurled his tiny self at the huge bulk of the bear. For a second I was too astonished to move. I saw a wild scramble going on before me. Over and over the two rolled amid the weirdest growls and yips and grunts that anyone ever heard. Suddenly the bear fell over on his back and Pats bounced on his stomach, trying to bury his teeth in the furry hide. Of course the hair was so thick that he could do no damage. The bear, however, thought he was entirely too rough, for he rolled over and over until he came to the foot of a huge tree. The next instant he was up in the topmost branches peering down sidewise at about the most frantic and disappointed dog you can imagine.

I have often thought of how Pats treed that bear. What a determined little spirit he must have! How unafraid he must be of the mere size of the job he sees before him. I do not doubt for a moment but what Pats would tackle an elephant with just the same enthusiasm. Last night Pats had a dream. He lay on a rug under the light and squirmed and growled and thrashed his legs about. I have no doubt he was living over again his combat with the bear. I woke him up and he rushed to the door and whined to get out. I think he thought the bear was outside waiting in the dark. As I watched him I admired the courage that he showed. He was every inch a warrior in defence of the home that sheltered him.

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The Happy Company

Last fall, in a swamp, not far from my home, I found a wild aster blooming whose flowers, instead of being purple or white as usual, were of a strikingly beautiful scarlet color. I remember I wrote a chat about this find of mine in which I told how I took up the root and planted it in my own garden and saved the seed in order to start other scarlet asters blossoming along the roadsides near my home.

This fall I came back from my vacation to see the results of my experiment. You may imagine how pleased I was to find my back yard flaming with a thousand scarlet suns. Even the little plants risen but that year from the seeds planted the fall before were crowned with a glory of living flame.

The sight of the scarlet flowers swaying on long five-foot stems would have been enough recompense for any person, but even a greater beauty met my eyes. Dozens of gay-winged butterflies fluttered happily about, or folded their sails as they dropped down on a swaying branch to feed.

As always happens, one beautiful thing had drawn another to it, doubly blessing the spot on which it stood. As I have gone about over the earth I have found this always to be true. Where I have found one beautiful thing, I have always found another hovering near it. Around beautiful smiles other smiles cluster; around happy laughter other laughters ring out merrily; around a gentle word other gentle words circle; to a gentle and beautiful deed, other gentle and beautiful deeds minister. To me, as I stood there, in my backyard, happy in the sight of the scarlet glory before my eyes, the hovering butterflies were a symbol of the love and gentleness and glory that wings each its lovely way to the happy company of the doers of happy things.

Feeling at Home

In the following beautiful poem William Watson speaks of the unrest that everyone feels as he journeys on through life. Many people have tried to explain this unrest, giving the most varied kind of reasons for it. Some say it is due to a desire to avoid unpleasant things such as hunger and cold; others say it is due to a desire for happiness which makes one dissatisfied with everything that does not give pleasure; others say that fear is at the bottom of man's ceaseless striving for something that he does not possess. The poet shows us another and a more powerful explanation.

We are spirits who have come into this hard world for a wonderful purpose; no wonder it feels hard and rough; no wonder its noises are harsh and irritating; no wonder we feel ill at ease under conditions that are so foreign to our real natures. When we come to realize the greatness of our spirits and the means this old earth affords for us to grow to further greatness, we reconcile ourselves to our journey and look on it, with all its hardships, as a blessed time full of the promise of more lovely things. As we hear this poem read let us think of our wonderful selves, our spirit selves, somehow or other meshed in this perishable body of ours.

Strange the world about me lies,
  Never yet familiar grown—
Still disturbs me with surprise,
  Haunts me like a face half known.

In this house with starry dome,
  Floored with gem-like plains and seas,
Shall I never feel at home,
  Never wholly be at ease?

On from room to room I stray
  Yet my Host can ne'er espy,
And I know not to this day
  Whether guest or captive I.

So between the starry dome
  And the floor of plains and seas,
I have never felt at home,
  Never wholly been at ease.

—William Watson.

The Handwriting on the Wall

In the course of an interesting trip this last summer I came, just before evening, to the edge of a great cut in the earth known as Ten Sleep Canon. For thousands of years Indians had come to the edge of this canon just as I did, and wound down its steep trail, now widened into an automobile road, to camp at dusk beside a cold stream at its base.

Because this spot was ten days' journey from the plains beyond, the Indians called it by the expressive name of Ten Sleep.

On the very spot where Indians had built their fires in days gone by I, too, pitched my tent. Not far away the stream had cut a deep cave in the rocky wall. The sides of this cave were as smooth as polished marble and arched up over one's head, shutting out the light of the sky. A sign just at the entrance of the cave told of Indian writings to be found upon these walls.

When I entered the cave the last rays of the setting sun were flooding it with light. I expected to see some queer scratches on the stone, but found instead beautiful pictures painted in browns and yellows and reds. There were pictures of Indians, men, women and children, and queer designs, each of which told its own tale to the understanding mind. Here, before me, was a document, older than the Declaration of Independence, beautiful in the artistic manner in which it was produced and worthy in every way of being saved for future generations of Americans.

Now comes the sad part of this little story. All over that beautiful Indian writing sprawled out, like unsightly spiders, the initials and names and addresses of poor, simple-minded fools who had hoped in this way to draw to themselves some of the grandeur of the thing before them. It is hard to understand the mental processes of people who do this sort of thing. What possible gain can there be in destroying by means of one's initials a beautiful and wonderful work of nature or of man?

From that time on I watched for this sort of thing. I saw lovely birch trees marred by names and initials as though branded with a hot iron; I saw delicate formations in Yellowstone Park scratched into and ruined by idiotic writings; I saw the marble columns of a great state capitol scratched and mutilated with a knife; everywhere wherever beauty found expression in rock or tree or work of man, some thoughtless and ignorant person had marred it with his name.

When a great master places his initials on the right hand corner of a picture he had just painted he has signed his own, and his initials become a decoration rather than a blot; when an author signs the last page of a great writing or a sculptor hews his sign into the base of a statue he has made, the world respects and admires the signature. Each one of these has signed his own, but when another adds his initials to the picture or blots out a golden thought with his senseless name or ruins the cheek of the statue with letters that do not belong there we are face to face with the very pinnacle of stupid selfishness.

Sacrifice

The philosopher lifted an ear to the song of a lark in the cypress woods across the calm lake. When the song was done, he stroked his silver beard softly and smiled. His tattered robe covered one end of the stone on which he sat.

"The measure of our loss or gain," said he slowly, "is in the spirit and never in the world about us. Therefore, it may happen that when we suffer a great loss we gain a great treasure."

* * *

In the old days two young men dwelt in the same village. Both were mighty in arms and skilful in all that became their station in life. Both were famous for the magic of their fingers on the silver strings of their golden lyres.

It happened, also, that both were deeply in love with the daughter of the prince.

It happened, further, that this damsel loved to deck her dark locks, on the day of the great festival, with the blue harebells that grew only at the very edge of the majestic cliff that overhung the village.

"Tomorrow," said she, to the two young men, "I shall judge between you even as the people judge. One of you shall win a bride and perhaps the victory in the contest of the lyre. But, today, go you both to the edge of the great cliff and gather blue harebells for my locks, for I would be worthy of him whom I shall choose."

With a laugh that concealed their bitter rivalry the two young men sped away. Cleon, alone, coiled around his body a stout rope. Bitycus relied on his sure foot and his strong hand to carry him safely to the flowers and back again. At the cliff they separated, each choosing his own spot.

When Bitycus had gathered his harebells, hanging as he did so between earth and heaven, he placed them in a safe spot where the roaring wind could not scatter them, and looked about for his companion. At last he spied the rope where it bent sharply over the keen edge of the cliff.

"Cleon," he shouted as he lowered himself carefully towards the edge, but no answer came back to him. With one hand grasping the rope above the ledge Bitycus leaned over. Cleon dangled unconscious at the rope's end. Far below, confused shouts arose and there was the confusion of people running towards the trail that led up to the cliffs.

"I shall wait the arrival of strong arms," said Bitycus. "Unaided, I never can draw him up to safety."

Once more he peered over the edge. Behold, the strong wind had begun to swing Cleon's body back and forth. Bitycus glanced at the taut rope where it curved over the cliff. Strand by strand it was being sawed in two by the motion of the heavy body swung below.

"It is the end," cried Bitycus. "No power can save him now, for long before another rope can be caught about him this one will part and plunge him to his death.

For an instant a light of triumph glowed in his eyes. Victory! No one did he fear upon the lyre but him who swung below. Love! No one but Cleon was rival to the maiden's heart.

"It is fate," he cried exultantly. "Fate gives me the double crown."

As though charmed, his eyes fell again to the taut curve. Like a wounded snake another strand writhed away from the body of the rope.

"Would I murder him?" cried Bitycus? "Shall I sit here and do nothing?"

A panic seized his heart. He forgot the lyre and the maiden and the victory on the morrow and saw only a brother whose strands of life were uncoiling one by one.

Now sounds of shouting came up to him. He could see people on the trail. He must stop the cutting of that slender rope. He must cushion it away from that knife-like edge. His hand! He could thrust it beneath the rope. He leaned forward, then drew back. The morrow! Victory! Love! All hung upon the welfare of that hand. Could he destroy it so and destroy, likewise, his happiness in life? For answer he slid his slim fingers underneath the rope, his hand followed and the strands held.

* * *

The philosopher rose. "I am weary sitting so long," said he. "My old legs have seven cramps in them. What matters it? Songs die away and maidens grow old like other folk, but the spirit, the blessed spirit is even in the heydey of its youth."

EDUCATION IN ACTION

Advocates Study Of Living Things

The study of living things should form part of the education of every child, Dr. Lillian J. Clarke emphasized in speaking before the recent Cape Town meeting of the British Association for the Advancement of Science. "The problem is how best can biology be taught so that in addition to developing interest in living things there may be real training in scientific method," she said. "At the James Allen Girls' School, Dulwich, plants are studied as living things by means of the pupils' own observations and experiments in laboratory or garden. No textbooks are used up to the matriculation stage, no set lessons or dictated notes are given. In several classes the study of animal life is an important part of the work in addition to the study of plant life. The ponds, the lane, the marshes, the wood and other parts of the botany gardens supply a wealth of material."

Personality Tests Split Education Board

Failure of 145 high school students to gain entrance to the New Jersey state normal schools caused a rift in the State Board of Education at a recent meeting in Trenton, when John P. Murray, a commissioner, charged that the personality test was the reason for the number of failures. "We are dealing with dynamite if this personality test is considered as a factor in the passing of candidates to our state normal schools," Mr. Murray said. "It would be disastrous to the whole school system." A formal request was made by Mr. Murray to Dr. Charles H. Elliott, superintendent of education, that the examinations for the Glassboro Normal School be reviewed to see whether most of the students had not failed because of the personality test. It had been pointed out at the meeting by Mrs. Bertha Irving, commissioner from southern New Jersey, that sixteen per cent. of the candidates from Glassboro had been rejected after tests which included written examinations and the personality test.

Try to Imitate Hero's Suicide

Intense emotion aroused in two Japanese primary school boys by seeing a print of Masashige Kusunoki's suicide on defeat of the imperial army 700 years ago, caused them to attempt to commit "sepuku" in their schoolroom in Shikoku Prefecture, Japan. The picture was shown that morning to fifth grade pupils of the Sakaemura primary school. All listened intently as the teacher told reverently the story of Masashige Kusunoki. The class was profoundly impressed. They had known the story well, but this time there was the picture of Masashige's death. Recess was called. Class and teacher left the room. Two of the boys remained, however, and after looking at the picture again they propped it up against the desk. They drew out their jackknives and knelt before the picture. They were found unconscious a few minutes later by other children. They were immediately taken to a hospital, where one was placed on the danger list, while the other was expected to recover.

Business of Aviation Forms College Study

The business end of aviation has been mapped into a college course at Northwestern University. This follows the establishment there of the first air law institute in this country. The relation of air transportation to industry and business, organization and operation of air lines, airplane traffic control, investment, insurance and trend are among the topics outlined. The instructor is Thomas W. Wolf, Jr., commercial manager of the Central Division of National Air Transport, Inc.

Students of Bible Found Less Honest

Tests recently made in two Middle Western States have shown that children who knew their Bible lied and cheated more than children whose Biblical knowledge was meagre. This was reported at the International Congress of Psychology at Yale University by Professor Pleasant R. Hightower of Butler University, Indianapolis. The professor examined 3,316 children, pupils in public and in delinquency schools. He made it clear that he did not think the results of his tests reflected in any way on the Bible as an influence on character. He said that the mere knowledge of the Book was insufficient and that methods of inculcating the lessons should be improved. "The result does not show that the Bible is the cause of it," he said. "People have been saying for years that if you give children a knowledge of the Bible they'll walk the straight and narrow way. The result shows that they won't walk the straight and narrow way. It does indicate very definitely that mere knowledge of the Bible of itself is not sufficient to insure proper character attitudes."

Psychology of The Schoolroom

Is there any place where psychology is more urgently needed than in the schoolroom, asks Jane Oliphant in the London Chronicle. "Not lessons in psychology," she explains, "which is too difficult a subject for the juvenile mind, but to teach children according to their capacity to learn. That is now being recognized the world over as a hitherto neglected fundamental in the teaching profession. Our own ministry of education is staffed by men and women who favor an extension of the school-leaving age from fourteen to fifteen at least, and sixteen ultimately, when the country's finances permit such heavy additional expenditure. But more urgent and less costly is the institution of separate classes for the dull and stupid. The trouble is widely recognized by teachers. The power of 'suggestion' is nowhere more potent than amongst the very young. The psychological effect is conscious stupidity, which is fatal to progress. The boy being father to the man naturally carries consciousness of mental inferiority into his later life. Such children, when educated according to their capacity, may lead happy and useful lives. Manual training is doing much to develop these square pegs for square-hole work. And this branch of education seems likely to be still further enlarged. By dividing school classes into the feeble-minded, the dull and the bright, society will secure a much-needed classification."

Pupils Renew School Thrift

Several million young Americans have begun another year of saving their pennies, nickels and dimes, looking to a far distant future. Opening of school was the first "bank day" for school children all over the nation. Until the close of the schools, each Tuesday will see a horde of fresh faced youngsters carefully depositing their small savings in school banks. The move is a part of the national thrift education, the newest thing in the curricula of schools in nearly every state. Some of the states make it mandatory to teach thrift. Any amount is accepted, from one cent up

to whatever mother gives son or daughter extra, or whatever son and daughter can save out of their allowances and earn in spare time. There were 3,815,785 children who were depositors during the 1928-29 school year, with a total deposit of $26,000,000. The balance for several years is more than $45,000,000, which earned interest amounting to $900,000 last year. Last year 12,678 schools took part in the program. The movement has the endorsement of the National Education Association, the Parent-Teachers' Association and the American Bankers' Association.

Aiding Students In Foreign Field

A successful congress of the International Student Service was held at Krems, on the Austrian Danube, under the presidency of Dr. Tissington Tatlow, chairman of the Student Christian Movement of Great Britain. More than 120 representatives from Europe and the United States, and a number of Chinese, Indian and Japanese students in Europe attended. The International Student Service is striving to develop student self-help. In the United States it has long been customary for many a student to work his way through college, but in Europe it has been otherwise. Over there scholarships and financial grants have been available for the cleverest students, but little else. The difficult economic conditions in Europe since the war have been a challenge to the initiative and creative ability of the young student, and in Germany, in particular, student self-help and co-operation have been well organized.

College Entrance Requirements

English is a requirement for entrance in 331 colleges and universities. A foreign language is required by seventy-five per cent. of the colleges, Latin or Greek, or both, are required by nine per cent. of the institutions. Forty colleges, or seventy-four per cent. of the women's colleges, require Latin as one of the foreign languages to be offered. Mathematics is required by ninety-six per cent. of the colleges reporting.

Boys "Go to School" In Chicago Jail

School books, desks and blackboards were unloaded the other week at the county jail in Chicago. Expectation ran high among the boys between the ages of seventeen and twenty. They cleaned their living quarters and scoured and scrubbed the floors and doors because of the start of school. Three men teachers have been assigned by the Board of Education of Chicago. "The boys are taking to it like ducks to water," said the warden, David T. Moneypenney. "We are not trying to make great mathematicians or scholars out of them, but we want to prove to them that there is something in this world to think about besides things which never do one any good. Even in cases where a boy may only be here for a few weeks we hope to give him a bit of education and something different to think about." A little teaching was given a few boys last year, but it was not compulsory and never done on so systematic or large a scale, it was stated.

Bank Presses College Mortgage

Action to foreclose a mortgage of $203,000 against Des Moines University, closed after a squabble in which students rioted last spring, has been filed in Federal Court at Des Moines, Iowa, by the Boatmen's National Bank of St. Louis. At the request of the bank's attorneys, Judge Charles A. Dewey appointed John A. Blanchard, local attorney, receiver for the property. Trustees of the institution, a Baptist Fundamentalist school, announced that the school would be discontinued. They said this course had been adopted because the District Court had granted an injunction preventing the board from interfering with the management of the school. The court order was obtained after a student riot in May, when it was learned the trustees had dismissed the entire faculty.

Softens Criticism Of Women Teachers

Paying a tribute to women teachers, Professor Robert E. Rogers of Massachusetts Institute of Technology, who the day before declared they were partially responsible for the inadequate training in correct thinking of American youth, amplified his views in a statement to the United Press and explained he was interested not in attacking women teachers, but in filling the gap which he believes the average high school education now leaves. "No one knows better than I the devotion, the idealism, the self-sacrifice and selflessness, the laborious conscientiousness of most of our women teachers of long service," Professor Rogers said. "They are underpaid and overworked; they have to teach, under pressure, all sorts of local fads and fancies; they are being harassed by new-fangled pedagogical experiments. No men, I believe, can match them for effectiveness in the primary and grammar grades, or in certain high-school subjects. But they are not primarily interested in ideas. They tend to be preoccupied with method and details. They have, generally, little inclination for mathematical, political, and philosophical thinking. They have an inclination to insist on abstract beliefs to be accepted docilely rather than the free give-and-take of criticism. The most common comment of men of college age is: 'You can't argue or discuss with a woman teacher.' There is, therefore, an enormous need of superior men teachers for boys and girls of high school age if we are to develop in this country a wide-spread analytical and critical intelligence which at present does not exist. More and more our normal schools have to be recruited from girls whose cultural background is limited and who, intellectually, can neither pass the entrance examinations nor stand the pace of our increasingly difficult colleges for women. From the very beginning, therefore, the most intelligent boys and girls in our public schools are handicapped by being taught to think by teachers whose thinking is inferior."

Psychology Tests Of Students

Results of psychological tests taken last spring by 16,600 of 17,000 high school seniors in Wisconsin show a striking relationship to scholarship, according to data compiled under direc-

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NEWTON UPPER FALLS, MASS.

tion of Frank O. Holt, registrar and director of the bureau of guidance in the University of Wisconsin. Records of 410 seniors in fifty-two high schools who won honors based on scholarship were compared with their scores in the psychological tests. Ten per cent. of these honor students were found to be in the upper one per cent. of those who took the tests, half were in the upper ten per cent, three-fourths in the upper twenty-five per cent., and nine-tenths in the upper fifty per cent. This correlation existed despite the great divergence in the number of seniors in the high schools. The range of enrollment was from seventy to 2,400 students in each school. "This comparison shows a very significant tendency of the tests in indicating the ability of students to work with books," comments Mr. Holt. The psychological tests were for the first time made on a state-wide basis through co-operation of the high school authorities, colleges in the state and the University of Wisconsin.

How Students Pay Their Way

One-half of the men and one-fourth of the women in the colleges and universities in the United States are working and thus paying for their educations. To finance a college education over a period of years many have found educational insurance a convenient method. Some form the habit of systematic saving. Building and loan associations have specific plans for financing education. Many high school students are turning spare time into cash for the purpose of a college education. Colleges and other agencies are offering scholarships for qualified students. To ex-service men and their blood relations, scholarships are awarded in colleges in sixteen states. Colleges and universities to the number of 282 are lending more than $4,000,000 annually to deserving students, and a hundred independent agencies maintain loan funds for aiding students in college. They report $5,000,000 outstanding in student loans. Besides these aids the college students themselves, by their own efforts and labor, produced more than $33,000,000 during term time in a recent year. In general, students and faculties both favor a reasonable amount of employment if a student needs financial assistance. The colleges and universities are aiding the employed student by installing college employment bureaus and service agencies, by arranging class schedules so that the worker may elect all morning classes or late afternoon classes to leave time free for employment, co-operative courses and many other means whereby the needy student may reduce college expenses.

TREND OF THE TIMES

MAN is a strange being, for on the hottest summer day, while he swelters and talks about the heat, he carries eight pounds, six ounces of clothing, while the female of the species goes about coolly in two pounds and ten ounces of clothing, according to an investigation made by Dr. Eugene L. Fisk for the Life Extension Institute. No immediate spectacular change in men's attire is hoped for by Dr. Fisk on the part of the rank and file of the male population.

PACIFISTS traveling with the American business delegation in Russia recently received a painful shock on visiting the juvenile clubs' recreation grounds in Moscow, which are an important part of the Soviet social program. Their hosts pointed with pride to the section where boys and girls were being trained to use rifles, gas masks and other lethal objects, and spoke heartily of the eagerness with which Russian youth took up military training.

CRIME COSTS the United States the appalling sum of $13,000,000,000, or approximately the total of the war debt, every year, and 12,000 people, or seven in every 100,000, are murdered annually, according to Wade H. Ellis of the American Bar Association's Crime Commission. Other terrifying statistics are that the number of murders in the United States are fifty times the number recorded in Great Britain, and that the murder rate in this country has increased 350 per cent. since 1900.

FRENCH ROYALISTS have had an official heir to the phantom throne of France since July 5. On that date Prince Henri, the only son of Jean, Duc de Guise, whom the Monarchists consider as their king, became of age and the title of Count of Paris was conferred upon him by his father. If some day a miracle happens and the French people choose to restore monarchy in their country, Prince Henri may become King Henry V. But meanwhile he has not even the right to live in France.

RESERVATION LIFE will be broken up as soon as it is possible to train the young Indian to handle his affairs, declared Secretary Wilbur of the Interior Department. "The time has come for a start to be made, and we are making the start with necessary changes in the type of education now afforded the Indian. We should be able to break up the reservation in twenty-six years," he said.

THAT CANADA'S PROSPERITY is not dependent upon a fast-growing population is borne out by recently published figures, showing that whereas only 138,000 persons were added to the population during the last year, domestic and foreign business is increasing by leaps and bounds. Fewer people are out of work than ever before and bank accounts are larger by eight per cent. than in 1928.

IN FIVE YEARS just past the wealth of the German people has increased as perhaps never before in a similar period. Just before the World War there were 15,547 mark millionaires in Germany. In 1923, after the inflation period, the number had dwindled to 3,917. But in 1928 that number had been doubled and it is predicted that if no catastrophe occurs, the millionaires would be as numerous in 1933 as they were before the war.

THE FRENCH LINE has moved to discourage liquor drinking at "bon voyage" parties aboard its vessels in New York harbor. "The Prohibition Law," said a notice posted on each stateroom door, "forbids furnishing accessories with knowledge that same are for use in the consumption of intoxicating liquor." Other steamship lines have changed their sailing time from night to day to discourage wet parties by passengers and friends who bring liquor on board.

COMPOSITE BALANCE SHEET of American business at the close of the half year reveals a strength and liquidity surpassing all past achievements, according to the American Bankers' Association Journal. "All three mainstays of the present era of prosperity continue to give a good account of themselves, with the steel industry operating at the rate of 57,000,000 tons annually, and the automobile industry aiming at an output of over 6,000,000 vehicles," it stated.

POLICE INTERFERENCE with meetings and free speech persecutions have greatly increased, the American Civil Liberties Union declared in its report for 1928-29, while lynchings, mob violence, deportation of aliens and political imprisonments have decreased to new low levels in the past year. The union's report also cites an increase in the resort to injunctions in strikes.

The BOOK TABLE

EDUCATIONAL PSYCHOLOGY. An Introductory Text. By Rudolf Pinter, Teachers College, Columbia University. Cloth. 378 pages. New York: Henry Holt and Company.

Professor Pinter takes the responsibility of authorship seriously and heroically avoids several customary features that have tended to discount the importance of psychology in education. Without being hypercritical he has quietly placed emphasis on the phases of the subject to be taught and the way to present, why to teach, rather than why not to teach, so as to make one of the most valuable texts on the psychology that has been published. It is up-to-date without being in the slightest degree individualistic.

THE TECHNIQUE OF TEACHING TYPEWRITING. By Jane E. Clem, State Teachers College, Whitewater, Wisconsin. Cloth. 361 pages. New York, Chicago, Boston, San Francisco, Toronto, London: The Gregg Publishing Company.

This is a book of a thousand. Indeed, we can recall no professional book with the same captivating personality. We give samples of common sense forcefully stated such as are throbbing with virility on every page.

"The material with which the teacher must work, because of the many different conditions of home life, previous training, and willingness to learn, represents one of the difficulties with which the teacher must contend. Because of the variety of courses and opportunity for electives in high schools, the continuity of training is very apt to be broken up, and if this program is not properly regulated, high schools will be turning out students who know a little of many things, but who do not have an adequate working knowledge of anything. Therefore the teacher must help each student to seek out and follow some major interests, and by so doing enable him to make all his studies function toward the desired end.

"The average student thinks of a teacher as one who assigns lessons—so many pages for the next day—hears recitations, and is best pleased when the student gives back in recitation the exact language of the textbook. Those who are familiar with the process of priming a pump know that sometimes a pump gets dry and will not draw water. The pump is started by pouring in water and working the pump handle vigorously. Often this will start the pump, but frequently one gets back only the water he has just poured in. Some teachers are satisfied if they get back today the identical ideas that they gave to their students yesterday, without requiring any evidence that the students have assimilated these ideas, or have developed any new ideas as a result of their own thinking. Such teaching is about as valueless as pumping a dry pump.

"Health, initiative, tact, kindness, sense of humor, integrity, morality, open-mindedness, cheerfulness, loyalty, neatness, courtesy, sympathy, are all elements of personality that may be built into ourselves, if we so desire."

VAINO: A Lad of New Finland. By Julia Davis Adams, author of "The Swords of the Vikings." Illustrated by Lempi Ostman. Cloth. New York: E. P. Dutton and Company, Inc.

Finland is too little known to Americans, but the Finns are among our best citizens. We know large school districts in St. Louis County, Minnesota, where every "teacher is a Finn," and better schools I would not ask to see.

Here is a delightful book of folklore intermingled with current history.

Vaino Lundborg is a little Finnish boy going to school in Helsingfors at the beginning of the Russian and Finn Revolutions. He is very patriotic and helps to unload ammunition and wireless from submarines for the army of Finland. Interwoven with the main story, and appropriate to the times at which they are told, run the stories of old Finnish lore—how the Finns came into being, how the first Vaino brought prosperity and plenty to the land, and many other fascinating tales.

THE STAY-AT-HOME BIRDS AND THEIR TRAVELING FRIENDS. By Mae Norton Morris. With eight illustrations in color and forty-nine pen-and-inks by Margaret S. Johnson. 160 pages. New York: Thomas Y. Crowell Company.

Nature study has gone very far since the old-time book with its precise notations in regard to the size, plumage, and habits of birds. Now children absorb the same facts unconsciously.

The author of this book has built her story around the life and habits of some of the stay-at-home birds that defy the rigors of the Northern winters and suffer hardships in their search for food on the snow-covered wastes, such as the Nuthatches, Brown Creepers, Downy and Hairy Woodpeckers, the Chickadees, the Blue Jays, the Sparrows, and others. The birds are humanized to the extent of being given speaking parts, but nothing is distorted in the way of their habits and peculiarities. From Bobolink, Oriole, Swallow and others, children hear of wonderful journeys into countries where it is always summer.

TEN OUTDOOR MEN. By James Speed, editor "Southern Agriculturalist." Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an entirely new presentation of personality and out-door achievements of John Burroughs, Theodore Roosevelt, Luther Burbank, John Muir, John James Audubon, men in whom there is an intense interest today, and also of Washington and Jefferson, of whom much has been written for a hundred years.

Books Received

"Tests in English Fundamentals," Series 1, 2, 3, 4. By Roy Davis. Boston: Ginn and Company.

"Makers and Defenders of America." By Anna E. Foote and Avery W. Warner. New York: American Book Company.

"Teaching and Learning the Common Branches." By C. C. Schmidt. New York: D. Appleton and Company.

"Diagnostic Tests and Remedial Drill in First Course Algebra." By Walter W. Hart. Boston: D. C. Heath and Company.

"Hari, the Jungle Lad." By Dhan Gopal Mukerji.—"Kari, the Elephant." By Dhan Gopal Mukerji.—"Jungle Beasts and Men." By Dhan Gopal Mukerji.—"Fairy Grammar." By J. Harold Carpenter and Alice M. Hoben. —"Gay-Neck, the Story of a Pigeon." By Dhan Gopal Mukerji. New York: E. P. Dutton and Company.

"The Christian Teacher." By Sister Mary Esther, O. S. F.—"The Community School Visitor." By Sister Mary Salome, O. S. F.—"The Philosophy of Teaching of St. Thomas Aquinas." By Mary Helen Mayer. Milwaukee, Wisconsin: The Bruce Publishing Company.

"Exercise Manual in Statistics." By K. J. Holzinger and B. C. Mitchell. —"Asia." By Nellie B. Allen. Boston: Ginn and Company.

"An Approach to Composition Through Psychology." By Phillis Robbins. Cambridge, Mass.: Harvard University Press.

"How to Construct and Use Non-Standardized Objective Tests." By Gale Smith. Fowler, Indiana: The Benton Review Shop.

"Modern Geometry." By Roger A. Johnson. Boston: Houghton Mifflin Company.

"Plane Trigonometry." By Ernest J. Oglesby and Hollis R. Cooley. New York: Prentice-Hall, Inc.

"The Music Hour in the Kindergarten and First Grade." By Osbourne McConathy, W. Otto Miessner, Edward B. Birge, Mabel E. Bray. New York: Silver, Burdett and Company.

"New Typewriting Studies, Elementary Course." By William E. Harned. Boston: Ginn and Company.

"The Christopher Robin Reader." By A. A. Milne. New York City: E. P. Dutton & Company.

"The Foundations of American Government." By Herman S. Spindt and Frederick L. Ryan. Boston, Mass.: D. C. Heath and Company.

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His Job

Chief—"What was your last job?"

Applicant—"I worked at a school that taught how to write well."

"But what did you do there?"

"I had to jog the table while the new pupils wrote: 'This is a specimen of my handwriting before taking Scribe's writing course.'"

Smart Black Hens

Little Girl—"Black hens are cleverer than white ones, aren't they, Mummie?"

Mother—"Why, dear?"

Little Girl—"'Cos the black hens can lay white eggs, and the white ones can't lay black."

And That's That

"Do you have any trouble with 'shall' and 'will'?"

"No; my wife says, 'You shall,' and I say, 'I will.'"

Puzzled

"I want to order some flesh-colored stockings," said the voice over the phone.

"Yes, mam, and what kind will you want—pink, yellow, copper, or black?"

Explained

Teacher — "Parse the sentence: 'Tom married Jane.'"

Boy—"Tom's a noun because he's the name of something; married's a conjunction because it joins Tom to Jane, and Jane's a verb because she governs the noun."

All Square

"I'm the fellow you paid to drown your cat. I'm sorry, but the check you gave me came back."

"So did the cat."

Maybe

"I see that more than 12,000 works of fiction were published last year."

"Does that include all the seed catalogues?"

No Success, Either

A Londoner took a visiting American to see "Hamlet." When it was over and they were moving out the host asked: "Well, did you like it?"

"Oh, yeh. It's pretty good. But you're sure behind the times here. I saw that in New York four years ago."

Overrun

"What have you in your garden this year, Simpkins?"

"All the Leghorns and Plymouth Rocks in the neighborhood."

A Mental Slip

"Did you have a nice walk, Phyllis?"

"Oh, yes, mummy. And we saw the finest man!"

"Really, dear? How was that?"

"He was sitting on the sidewalk talking to a banana skin."

Give Him Twelve Years

Do you suppose that dock man will ever say to his grandchildren: "Yes, I was the first man to discover where Lindbergh was on his honeymoon." And they'll say: "Where who was?"

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JOURNAL MAIL BAG

The Davis Co-operative Educational Plan

Editor, Journal of Education:—

The paragraphs below will serve as answers to some questions arising from the article published in the September 2, 1929, issue of the Journal of Education, wherein the foreword reads as follows: "We are using in this issue a remarkable account of the Plan of E. W. Davis of Avoca, Iowa, for so financing college students as to promote personal character and business ability while achieving an education."

1. The Davis Plan is not based on philanthropy, nor is it intended to provide the varied forms of student aid, including prizes, service fellowships, mileage awards, etc. It rather is operated in the manner of other business enterprises, except that only life insurance policies are required as collateral to secure student loans, thus enabling many students to obtain necessary financial aid impossible under banking restrictions. In addition to the loan feature, the students have the benefit of the director's advisory service without charge.

2. In the case of high school students their education is provided for by the state, but college education is at least in part up to the individual. The Davis Plan provides aid for a limited number of college students without presuming to pass upon the efficiency of taxes or the justice of existing laws.

3. The Davis revolving fund is intended to supply essentials only, such as tuition, books, room rent. The student must provide for such entertainment and luxuries as he may require. Under the limited loans obtainable from this fund it should work no hardship upon a student to postpone marriage until his school debt is repaid. The director considers this feature as operating to the student's own best interests.

4. The interest rates are graduated for the purpose of inducing prompt payment. The rate charged during school periods is five per cent. Upon securing employment it is increased to 6 per cent.; at the end of the first year to 7 per cent. and 8 per cent. thereafter until the debt is paid. If a loan is paid during the second year it would be at an average rate of 5½ per cent. It is a rare case when the student pays 7 per cent., and up to the present writing no student has paid 8 per cent. The Davis Plan does not contemplate long time loans. The students understand from the beginning that early repayment is required and that the higher rates are attached only as a penalty for delinquency. Under the Davis Plan no student is excused from repaying either principal or interest.

5. From the student's standpoint the ability to "cash in" his education may not be his first aim. From the director's point of view this is highly essential, both for the protection of the revolving fund and the financial training of the student.

6. Students earning a part of their college expenses should not feel handicapped, since there is as much pleasure in work well done as in any other game. Labor does not of necessity imply drudgery. The most menial task is glorified by a great purpose.

Very truly yours,

E. W. Davis.

Avoca, Iowa.

Meetings To Be Held

SEPTEMBER

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-18: Northeastern Indiana Teachers Association, Fort Wayne.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

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